

Nova Central School District

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Annual Report 2011 - 2012



Mole Crickets

Mole crickets have front legs shaped like shovels. They are clumsy flyers, but they move best tunneling underground and running on the surface of the ground.

Also, they are nocturnal- they sleep during the day but awake at night.

By: Laura Burt

Jan Brett
WELCOME TO
WOODLAND PRIMARY
APRIL 28, 2012

WE LOVE
JAN
BRETT



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Chairperson's Message

September 30, 2012

The Honourable Clyde Jackman
Minister of Education
Department of Education
Government of Newfoundland and Labrador
P.O. Box 8700
St. John's, NL A1B 4J6



Dear Minister Jackman:

On behalf of the Nova Central School District Board of Trustees, I am pleased to submit our Annual Report for the school year 2011-2012. This report has been prepared in accordance with our Board's requirements as a category one entity under the *Transparency and Accountability Act*.

Through our Strategic Plan 2011-2014, our Board has made a commitment to support student academic achievement, student retention, safe and caring schools and school leadership. This report outlines the progress during the first year of implementation of the strategic plan, from July 1, 2011 to June 30, 2012, as well as highlights from the school year.

We will continue the work in the coming school year to ensure that we accomplish our goals as identified.

My signature below indicates our board's accountability for the results reported for 2011-2012.

Respectfully submitted,

A handwritten signature in cursive script that reads "John George". The ink is dark and the signature is written in a fluid, connected style.

John George, Chair

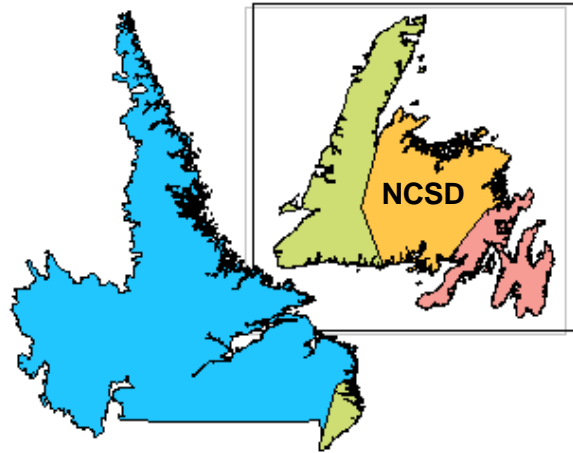
PINK for
Cancer
Research



District Overview

Mandate

Nova Central School District extends from the Baie Verte Peninsula in the Northwest of Newfoundland, to the Connaigre Peninsula in the south, to Fogo Island in the Northeast and to the Eastport Peninsula in the East, with a total geographic area of 45,500 kilometres.



The Nova Central School Board is responsible for the implementation of primary, elementary, intermediate and secondary educational services in this region as prescribed by the Department of Education, primarily through the *Schools Act, 1997*.

Please see **Appendix A** for a more complete description of the mandate of Newfoundland and Labrador school boards.

Vision

The vision of the Nova Central School Board is of a community of learners achieving their highest potential in a safe and caring environment.



Location

Nova Central School District is located at 203 Elizabeth Drive, Gander, NL. There is also a regional office at 28 Price's Avenue, Grand Falls-Windsor, NL.

Lines of Business

The Nova Central School District has two lines of business:

1. Programs and Services (Pre-Kindergarten to Grade 12)

One year prior to school entry children are offered an opportunity to become oriented to the Kindergarten environment via the KinderStart Program. The itinerant teacher for the deaf and hard of hearing and the itinerant teacher for the blind and visually impaired provide pre-school intervention to qualified children. Department of Education prescribed programs are offered based on the core requirements within the Pathways framework. The Board offers other Department of Education approved programs, based on management criteria and the resource capacity of the district. Personal and career guidance and counselling are available in all schools. Extra and co-curricular programs and activities are available to varying degrees in all schools.

2. Transportation

The Nova Central School Board is responsible for transporting students to and from school in compliance with the *Schools Act, 1997* and Department of Education policies.



Board of Trustees

The Nova Central School District is governed by a Board of Trustees. The Board consists of fifteen (15) members, elected or appointed in accordance with the provisions of the *Schools Act, 1997* and pursuant to related election regulations. As of June 30, 2012, there was one vacancy on the Nova Central School Board.

For a list of the Trustees as of June 30, 2012, please see **Appendix B**.

Divisions

Nova Central School Board is managed by a Director of Education and has three operational divisions:

1. Programs (including student support services)
2. Human Resources
3. Finance and Administration (including financial management, maintenance and facilities, technology and student transportation).

Each division is managed by an Assistant Director of Education.



Schools

As of September 2011, Nova Central School District was operating 65 schools in 50 communities, and providing educational programming and services to over 12,000 students. The District has diverse school populations, with school sizes ranging from two students to over 900. Copper Ridge Academy in Baie Verte, a new K-12 school, was officially opened on February 15, 2012.

Students

The Nova Central School District student population was 12,080 on September 30, 2011. This reflects a drop in the overall student population by 251 students, or approximately -2%, compared with 2010-2011.

Male Students	Female Students	Total Students 2011-2012
6251	5829	12,080

For a complete breakdown of Nova Central School District schools and student populations for 2011-2012, please see **Appendix C**.



Staff

As of June 30, 2012, Nova Central School District had 2339 full-time, part-time and casual employees:

Teaching Staff	Number of Males	Number of Females	Total Number of Teaching Staff
Teachers	463	999	1462
Student Assistants	3	232	235
Sub-total	466	1231	1697
Support Staff	Number of Males	Number of Females	Total Number of Support Staff
Managers-District Office	13	9	22
Office Support	9	19	28
Secretaries	0	117	117
Maintenance, Custodial and Cleaning	144	64	208
Bus Drivers/Mechanics	134	36	170
Combined Bus Drivers/ Custodial/ Maintenance	78	19	97
Sub-total	378	264	642
TOTAL STAFF	844	1495	2339

The number of employees was lower in 2011-2012 than in 2010-2011 because the district had fewer substitute teachers and the casual list for student assistants was updated.

Finance and Operations

Figure 1 - Major Expenditures (Including Salaries)

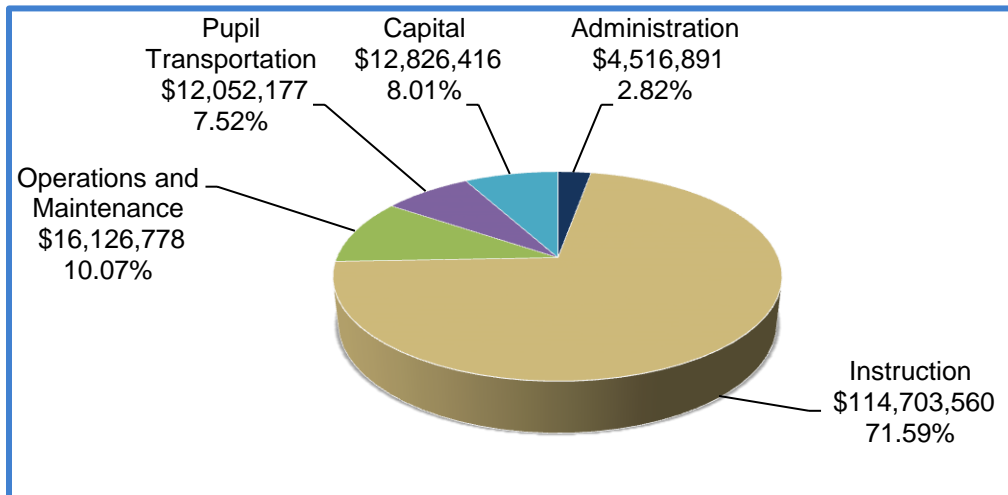
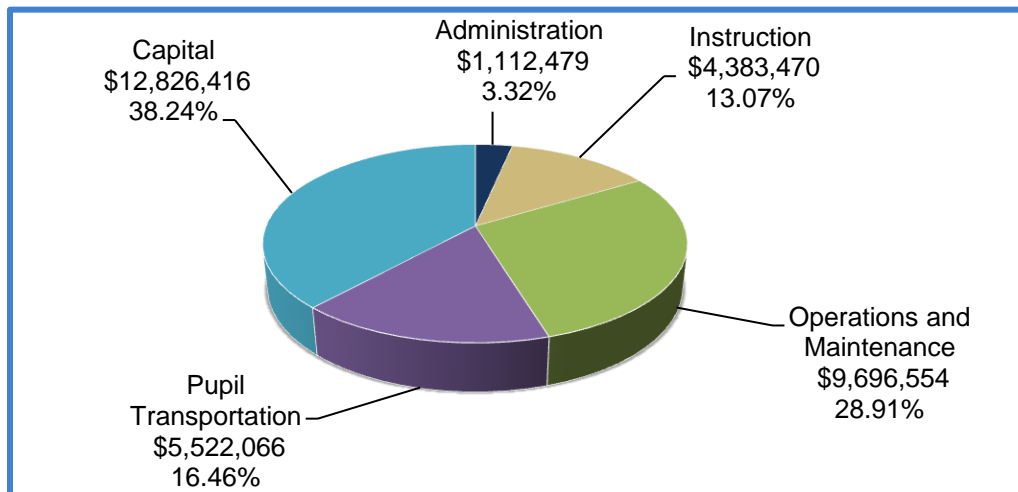


Figure 2 - Major Expenditures (Excluding salaries)



For additional financial information, please refer to the Audited Financial Statements for 2011-2012 in **Appendix D**.



Shared Commitments

Department of Education

Nova Central School Board partners with the Department of Education to address educational needs. The Department provides funding for infrastructure, personnel and learning resources to enable the Board to carry out its mandate. Employees of Nova Central School District also work collaboratively with departmental staff for many different purposes, including:

- Delivery of training and professional development for all staff;
- Development of resources for curriculum delivery;
- Implementation of projects; and,
- Construction and renovation of schools.

The Nova Central School Board aligns its operations with the directions of academic/learning foundation set by the government, as communicated by the Minister of Education.

School Councils

School councils are a critical link between schools and parents, and play a key role in reaching out to the broader community. They are established in accordance with the *Schools Act, 1997*. The councils serve in an advisory role to principals regarding school development and student achievement, and contribute to the development of school-based policies.

School councils were established early in the school year for most of our schools. Senior Education Officers offered information sessions as needed throughout the year. Small schools implemented alternatives to school councils, such as parent advisory committees or working groups.



In the spring of 2011-2012, the Director of Education and local trustees held meetings in seven locations with school council representatives, to provide updates from the District and to hear good news stories and concerns from school councils.

Centre for Distance Learning and Innovation (CDLI)

The Centre for Distance Learning and Innovation enables students attending small, rural schools to enroll in courses such as Chemistry and Advanced Mathematics. CDLI relies on the use of computers, networks and the internet to support distance learning, and it provides a growing variety of content and ways for students to interact with teachers and with each other.

Students continued to access courses through CDLI in 2011-2012. CDLI reported **488** course registrations for **315** different students in **35** schools throughout Nova Central School District. This is an increase from 2010-2011, when there were **459** registrations.



Central Regional Integrated Health Authority (Central Health)

The School Health Promotion Liaison Consultant (SHPLC), a shared position between the school district and regional health authority, is based at the school district head office. The SHPLC oversees the *Healthy Students Healthy Schools* Initiative which promotes healthy and active living for students, and the implementation of school food guidelines. The SHPLC participates in various health-related initiatives and is involved in public health nurse and school administrator meetings and in-services, as well as in-services for teaching staff. The SHPLC also manages the *Active Schools Project* for the District. An Active Schools Coordinator is funded by the Public Health Agency of Canada and is responsible for supporting Quality Daily Physical Activity (QDPA) in schools.

Canadian Heritage

Through the Canada-Newfoundland and Labrador Agreement for Minority Language Education and Second Official Language Instruction, Nova Central School Board is able to support quality French language instruction in our schools. *Early French Immersion*, *Intensive Core French*, *Senior High Core French* and *Expanded Core French* programs are offered in various schools throughout the District, and the enrollment in French second language programs continues to grow. The District receives funds to facilitate special student activities and class trips, support a French program specialist position, provide training for French teachers, hire French Immersion teacher aides and provide a variety of resources for the delivery of French Second Language programs.

Department of Advanced Education and Skills

The Career Information Liaison Officer, a shared position between our school district and the provincial Department of Advanced Education and Skills, is based at the regional office in Grand Falls-Windsor.

This shared position was established to enhance students' understanding of the career development process and career opportunities within Newfoundland and Labrador. Some of the key initiatives for this past school year included delivery of workshops for grades 8, 9 and Career Development 2201 students; a Curriculum Connections Fair at Botwood Collegiate; and, a "Skills Work for Women" Conference, hosted by Skills NL, in conjunction with College of the North Atlantic - Gander campus.

Kids Eat Smart Foundation (KES)

The majority of schools in the District partner with the Kids Eat Smart Foundation to support healthy breakfasts for students. Forty-seven of our 66 schools offered breakfast or snack programs from one to five days per week in 2011-2012. Schools receive start-up, sustaining and matching grants from KES to run the clubs, and receive support from a KES regional coordinator for the volunteers and staff who run the programs.



University of Newfoundland
PROGRAMME FRECKER



Outcomes of Strategic Plan Goals and Objectives

Mission

By June 30, 2017, Nova Central School District will have improved student academic achievement by enhancing supports and services for students and promoting safe, caring and healthy schools.

Measure:

- Improved student academic achievement

Indicators:

- Improved Criterion Reference Testing (CRT) results for grades 3, 6 and 9 in 2017, over 2011.
- Improved public exam results in 2017, over 2011.
- Increased percentage of students graduating from high school in 2017, over 2011.
- Increased percentage of students graduating with an academic/honours diploma in 2017, over 2011.

Strategic Issues

Through the strategic planning process carried out in 2010-2011, the following priorities were identified for Nova Central School District:

1. Improving Student Academic Achievement
2. Improving Student Retention
3. Promoting Safe, Caring and Healthy Schools
4. Improving the Recruitment and Retention of Employees.

The four strategic goals build on work accomplished through previous strategic plans and support our District's Mission and the provincial government's Strategic Directions. The measures and indicators are provided for each goal to reflect our expected results at the end of the three-year implementation of the plan.

Issue One: *Improving Student Academic Achievement*

Introduction

The Nova Central School District is committed to improving student academic achievement in all areas. Over the past several years, various resources have been implemented at the primary-elementary and high school levels, to improve student performance.

However, the need to have a particular focus on the intermediate level was identified through the analysis of data and feedback from school administrators, teachers and programs staff. Intermediate student performance was generally below our District's primary and elementary levels, as well as below intermediate student performance for the province as a whole, as indicated through Criterion Reference Testing (CRT) results.

Through the 2008-2011 Strategic Plan, a plan targeting student academic achievement at the intermediate level was developed and implemented in 15 pilot schools, called "Fostering Ownership of Students, Learning and Opportunity". An evaluation of the plan was conducted in 2010-2011 and the District identified the need to continue and enhance the focus on student success at the intermediate level in the 2011-2014 Strategic Plan.

This priority is in line with the provincial government's strategic direction:

"Academic/Learning Foundation: Educational foundations are enhanced for each student through primary, elementary and secondary system."

The initiatives also reflect the provincial government's systemic interventions of student supports, curriculum and academic achievement.

The revised intermediate plan is being implemented at 15 pilot schools throughout the District. These 15 schools contain 60% of the Intermediate student population.

It is intended that the roll-out of "Fostering Ownerships of Students, Learning and Opportunity" with all intermediate schools will commence in September, 2014.

Goal 1

By June 30, 2014, Nova Central School District will have improved student academic achievement in 15 pilot schools at the intermediate level, through implementation of a revised strategy that reflects differentiated learning experiences, and interactive and inclusive environments.

Objective

By June 30, 2012, Nova Central School District will have implemented a revised strategy to improve student academic achievement at grade 7 in 15 pilot schools.

Measure

Implemented revised strategy in pilot schools

Indicator

- Implemented revised strategy in pilot schools.
- Enhanced resources for grade 7 students in pilot schools.
- Enhanced professional development for grade 7 teachers in pilot schools.

Results and Benefits

Implemented Revised Strategy in Pilot Schools

Over the course of 2011-2012, our District implemented a revised strategy to improve student academic achievement in intermediate pilot schools. The plan focuses on a specific grade each year and began with grade 7 in 2011-2012, and will continue with grade 8 in 2012-2013 and grade 9 in 2013-2014. Full implementation with all schools that serve intermediate students is expected in the school year 2014-2015.

The fifteen pilot schools are:

- | | |
|---|--|
| 1. Valmont Academy
<i>(King's Point)</i> | 9. New World Island Academy
<i>(Summerford)</i> |
| 2. Dorset Collegiate
<i>(Pilleys Island)</i> | 10. J.M. Olds Collegiate
<i>(Twillingate)</i> |
| 3. Exploits Valley Intermediate
<i>(Grand Falls-Windsor)</i> | 11. St. Paul's Intermediate
<i>(Gander)</i> |
| 4. Botwood Collegiate | 12. Smallwood Academy
<i>(Gambo)</i> |
| 5. Point Leamington Academy | 13. Glovertown Academy |
| 6. Leo Burke Academy
<i>(Bishop's Falls)</i> | 14. Pearson Academy
<i>(Wesleyville)</i> |
| 7. Lewisporte Intermediate | 15. Holy Cross School Complex
<i>(Eastport)</i> |
| 8. Fogo Island Central Academy | |

The implementation of the plan to improve student academic achievement at the intermediate level continued to be led by the Program Specialist (Intermediate). The intermediate strategy was revised in the following ways for implementation over 2011-2012:

- ✓ A professional development session was offered in each pilot school.
- ✓ Program specialists maintained contact with relevant teachers in pilot schools.
- ✓ External data for each school was analyzed to determine baseline data.
- ✓ School growth and development plans were revised, based on data analysis.
- ✓ Term one report cards (grade 7) for pilot schools were reviewed by district and school staff.
- ✓ Based on the report card review, a plan for responding to areas of need was developed and implemented.
- ✓ New teaching aids were distributed to pilot schools.

In general, all senior education officers, program specialists and itinerant teachers in the Programs Division who have responsibility for intermediate curriculum delivery and program support, now have a direct role in the implementation of the intermediate strategy. This includes improving awareness and communication with school administrators and teachers in the pilot schools; reviewing student achievement data; implementing professional development; and, supporting teachers in implementing the strategy in the classroom.

Senior education officers worked with pilot schools to review external assessment data and incorporate the intermediate plan into school growth and development plans. Schools also reviewed and responded to internal student achievement data by way of “Bird’s Eye View Reports”, which identify individual students’ grades in a subject or course, and are generated at the end of each reporting period.

An instructional strategies working group continued from last year, with new teacher members from across the district. This group will help to plan for implementation with intermediate students in all schools by the school year 2014-2015.

Enhanced resources for Grade 7 students in pilot schools

Resources for Grade 7 students in pilot schools were enhanced in the 2011-2012 school year:

- Every pilot school applied for and received funding from the Department of Education for Mathematics projects (e.g. Math Days). Each pilot school held a Math event that included Grade 7 students.
- Our two largest pilot schools (Exploits Valley Intermediate and St. Paul’s Intermediate) were assigned a curriculum support teacher to assist students who were struggling with Math and English Language Arts.
- An Arts Smarts Project was established at Exploits Valley Intermediate.
- Laptops were prepared and distributed to two pilot schools (Leo Burke Academy and J.M. Olds Collegiate). Some students, through the support of an instructional resource teacher, are being trained to use assistive technology software, Speak Q

and Word Q, which provides them with speech enabling and word prediction capabilities.

- Five of the intermediate pilot schools also participated in the inclusive education initiative. Each school received \$3000 to purchase resources to support inclusive education, as well as additional substitute time and printed resources from the Department of Education.
- The resource “How to Get Good Grades in Ten Easy Steps” (teacher guides, student workbooks, exercises and activities) was distributed to pilot schools.
- Additional Fine Arts equipment and resources were purchased through *Cultural Connections* to support intermediate programming.

Enhanced professional development for Grade 7 teachers in pilot schools

The District enhanced professional development for grade 7 teachers in pilot schools. There were 231 in-service days available for grade 7 teachers in 2011-2012, compared with 100 in the previous year. Professional development was offered over the school year through district sessions, the annual NCSD professional development conference and through visits to schools.

Professional development sessions were offered to all intermediate staff in the 15 pilot schools early in the 2011-2012 school year. The sessions were facilitated by senior education officers and program specialists and were intended to:

- ✓ Communicate the plan.
- ✓ Review data and identify issues and trends.
- ✓ Help school administrators and teachers to look at strategies and interventions for the school and classroom.
- ✓ Provide advice on how best to meet the needs of the intermediate learner (instruction, relationships, guidance, goal-setting, etc.).

As a follow-up to the introductory session, classroom visits were conducted by program specialists.

An instructional strategies group consisting of 24 teachers met twice to support the delivery of differentiated instructional strategies. The teachers were selected from the core areas of Social Studies, Math, Science, English Language Arts and French.

Seven grade 7 Social Studies teachers also met to develop instructional strategies for posting to SharePoint (the District’s internal web application platform), and activities continued to be shared with pilot school teachers via SharePoint.

Twenty-five grade 7 teachers created a test for Math units of study. They all administered the test for one unit and provided feedback to the Program Specialist (Intermediate) for future implementation.

Program specialists provided ongoing support for the intermediate strategy. They also facilitated other training and professional development such as sessions for English

Language Arts and Math teachers; teachers of intermediate Core French, Intensive Core French (ICF) and French Immersion, as well as Fine Arts and Science teachers.

Comments

As reported in the NCS D Annual Report 2010-2011, over the past three years there was some demonstrated improvement for the cohort of students in the pilot schools, and more consistent improvement in grade nine CRT results from one year to the next. However, improved student academic achievement at the intermediate level is a long-term initiative, and it is expected that it will take time to demonstrate consistent improvement in results. For this reason the focus on the intermediate educational level is continuing through the 2011-2014 Strategic Plan.

The long-term goal is to achieve parity with, or exceed, the provincial CRT results for grade nine, and to continue to positively impact graduation outcomes for students.

Objective 2

By June 30, 2013, Nova Central School District will have implemented a revised strategy to improve student academic achievement at grade 8 in fifteen pilot schools.

Measure: Implemented revised strategy in pilot schools

Indicators:

- Implemented revised strategy at grade 8 in pilot schools.
- Enhanced resources for grade 8 students in pilot schools.
- Enhanced professional development for grade 8 teachers in pilot schools.



Issue Two: *Improving Student Retention*

Introduction

Student absenteeism is a serious matter for public education. Research indicates that it is an issue at all levels of the education system from primary to high school and that it impacts student performance.

There are many issues that contribute to poor student attendance and early school leaving. Many of those issues are beyond the control of our school district. However, for our 2011-2014 Strategic Plan, the Nova Central School District has identified student retention as a priority and intends to address factors within its control which can positively affect student attendance. This priority was established through the analysis of available student attendance and early school leavers' data as well as through feedback from school administrators, teachers, partner agencies and school councils.

The work to be carried out over 2011-2014 includes additional research, the review and revision of the District's *Student Attendance Protocol*, and the provision of supports to students in their transition from primary to elementary, elementary to intermediate and intermediate to high school.

Goal 2

By June 30, 2014, Nova Central School District will have implemented a strategy to enhance student retention in select schools.

Objective

By June 30, 2012, Nova Central School District will have developed a district-wide tracking and reporting system for student attendance, and completed a literature review and background report on student retention

Measure

- Developed tracking and reporting system.
- Completed literature review and background report.

Indicator

- Researched and developed tracking and reporting system for student attendance.
- Completed literature review and background report.
- Reviewed student attendance protocol.
- Conducted survey with select student cohorts.

Results and Benefits

Researched and developed tracking and reporting system for student attendance.

During the 2011-2012 school year a district-wide tracking and reporting system for student attendance was researched and developed.

The literature indicates that maintaining accurate and up-to-date attendance data is an important component of all student attendance programs. Good data will help individual schools and the District to identify where there are specific issues of chronic absenteeism as well as where there are identifiable trends in student attendance.

The District received partial funding from the province to develop and implement *PowerSchool*, a new electronic student information system. PowerSchool was piloted in nine NCSD schools in the 2011-2012 school year and will be expanded to 19 schools in total in 2012-2013. This system will be used to track and report on student attendance in the future, and the categories identified are:

- School-sponsored activity
- Home-schooled (approved)
- In-school suspension
- Out-of-school suspension
- Absence (excused)
- Absence (unexcused)
- Absence with written permission of the principal
- Absence due to other unavoidable cause
- Absence due to weather (school was open).

Tardiness (excused and unexcused) may also be tracked at a school level.

In addition to PowerSchool, a new process was established to track student attendance data for the District. Implementation of this new process is to begin in September 2012. The process is included in the District's revised *Student Attendance Protocol*, and outlines the responsibilities of teachers, school administrators and district office staff with respect to monitoring data.

All NCSD schools are expected to track daily attendance at the classroom level. Monthly student attendance data for each school will be reported to the district office by the school administrator or secretary. School administrators will monitor student attendance data for issues and trends, and the monthly student attendance data for all schools will be monitored by the Administrative Assistant (Programs). Senior Education Officers will also monitor trends and issues in the monthly attendance for each cluster of schools.

Completed literature review and background report.

A literature review and background report on student retention was completed in June 2012. It included a scan of attendance and early school leavers' data, risk factors for student absenteeism and strategies to enhance retention.

Research indicates that student attendance and engagement are linked to student academic achievement. Students who attend school on a regular basis do better academically. The literature also shows that early school leavers have limited post-secondary options and higher rates of unemployment, generally earn less and are more dissatisfied with their jobs.

There is no single strategy which will successfully address all student attendance issues, because such issues are complex and multi-layered. However, there are strategies which can help to address attendance issues at a school level. Key components identified in the background report were considered when our *Student Attendance Protocol* was revised:

- Communication and awareness
- Incentive programs
- Early intervention
- Progressive response.

Reviewed student attendance protocol.

In 2009, a *Student Attendance Protocol* was developed, which provided for formal follow-up by school and district office staff in the case of students who were absent from school without reason for identified periods of time (e.g. more than five unexplained absences, more than 10 unexplained absences). Implementation of the protocol began in the 2009-2010 school year.

The existing *Student Attendance Protocol* was reviewed and revised in the 2011-2012 school year. NCSD will now require all schools to have a student attendance improvement program, in line with the District's *Student Attendance Protocol*. It is intended that implementation of the protocol will commence in September 2012.

School programs are expected to include:

- Tracking and monitoring of student attendance data.
- Promotion of good attendance with students and parents/caregivers.
- Positive reinforcement/incentives for good attendance.
- Early intervention when attendance concerns are identified.
- Progressive consequences for absences, including contact with parents/caregivers.

In the Fall of 2011 Senior Education Officers facilitated sessions with principals in five regions, to obtain feedback on the attendance protocol. The Senior Education Officers and Assistant Director of Education (Programs) also provided feedback.

The new *Student Attendance Protocol* was developed, taking into account the feedback received through the consultation process, and the literature review and background report. Implementation of the revised protocol will begin in September 2012.

Conducted survey with select student cohorts

Variance

A survey was not conducted with students in the 2011-2012 school year, because it was determined that the research and protocol revision needed to be completed prior to facilitating student input. However, it is intended that feedback will be obtained from a select group of students in the Fall of 2012, as part of the second year of implementation.

Comments

Student retention is a priority for Nova Central School District through the current strategic plan. Our District has revised its *Student Attendance Protocol* and enhanced its tracking system for student attendance and will continue to address this priority in 2012-2013.

Objective 2

By June 30, 2013, Nova Central School District will have developed a strategy to enhance student retention and improve the transition experience of K-12 students from one educational level to the next.

Measure: Developed strategy

Indicators:

- Conducted survey with select student cohorts
- Implemented revised Student Attendance Protocol
- Developed transition guidelines for schools

Issue Three: *Promoting Safe, Caring and Healthy Schools*

Introduction

Nova Central School District takes a comprehensive approach to ensuring safe, caring and healthy teaching and learning environments. Our District has a *Healthy Students-Healthy Schools* Initiative to promote healthy eating, active living and being smoke free. This work is supported through our School Health Promotion Liaison Consultant and Active Schools Coordinator, who help to implement school food guidelines and quality daily physical activity in our District.

We also work with the Department of Education to address air quality, fire and life safety issues and to ensure proper maintenance of our facilities. A number of these items were addressed in our *Safe and Caring Schools Policy*, which was revised in 2011-2012.

Nova Central also recognizes the importance of promoting positive behaviour and reducing behavioural issues, including bullying behaviours, as part of its commitment to safe, caring and healthy schools. This has been identified as a priority for our 2011-2014 Strategic Plan, based on the environmental scan and feedback from stakeholders during the strategic planning process.

Our third strategic goal is to enhance positive behaviours and supports for students in our school district. It is in line with the strategic direction of the provincial government, and will reflect the systemic interventions under “Academic/Learning Foundation”, including student supports (especially for struggling learners) and character education programming.

This strategic priority is also in line with the Department’s *Safe and Caring Schools Policy* and *Positive Behaviour Interventions and Supports (PBIS)* Initiative. PBIS is based on proven strategies that, over time, can contribute to positive school environments and lead to a reduction in student behaviours that result in disciplinary measures, including bullying.

Goal 3

By June 30, 2014, Nova Central School District will have enhanced positive behaviour interventions and supports for K-12 students in the district.

Objective

By June 30, 2012, Nova Central School District will have developed a strategy to increase positive student behaviour and supports, and implemented the PBIS Model in a select number of schools.

Measure

- Developed strategy
- Implemented PBIS Model in select number of schools

Indicator

- Revised district and school Safe and Caring Schools policies.
- Implemented district template for bullying prevention protocol.
- Improved tracking system for student behaviour and discipline issues.
- Increased number of schools implementing PBIS Model in 2012, over 2011.

Results and Benefits

Revised district and school *Safe and Caring Schools* policies

During the school year 2011-2012, the District's *Safe and Caring Schools* policy was revised.

Senior education officers facilitated a consultation process with principals regarding the District's *Safe and Caring Schools* policy. The policy was revised and reviewed by the Safe and Caring Schools working group, and distributed to principals for further input. Senior education officers, programs staff and select representatives of other divisions were also asked for feedback. The document was distributed to principals as a working draft in June 2012, for implementation beginning in September of 2012. The revised policy covers an array of topics ranging from safe arrival at school, to student supervision, to codes of conduct. Additional feedback on the policy and procedures will be solicited from schools in the Fall of 2012.

Variance

Not all school policies were revised by June 30, 2012, due to the length of time required for revising the District's policy. Schools are expected to review *their Safe and Caring Schools* policies in the Fall of 2012 to ensure that they are in line with the District's policy. In turn, we will ensure that our District's policy is in line with the provincial Safe and Caring Schools Policy, which is currently being revised.

Implemented district template for bullying prevention protocol

During the 2011-2012 school year, work commenced on a bullying prevention protocol for our District. Information was gathered from schools which already have a protocol in place, as well as on school protocols from across the province. Research was also conducted on bullying response strategies throughout Canada. Through our *Student Support Services Division*, we are now working with the Department of Education on a provincial bullying response protocol. A draft of the provincial protocol was ready in June and is intended to be shared with school administrators for their feedback in the 2012-2013 school year.

Variance

Because Government initiated a provincial bullying prevention protocol, a district bullying prevention protocol was not implemented in the 2011-2012 school year. Once the provincial protocol is finalized, our District will ensure the district and provincial protocols are coordinated, and will include the bullying response protocol in our *Safe and Caring Schools* policy.

Nova Central School District will continue to work with the Department of Education over the coming year to finalize the provincial protocol. Our District will also continue to be proactive in responding to bullying concerns and promoting positive behaviour. This will include reviewing relevant data from recent school climate surveys conducted by the Department of Education, and identifying any trends in this area for our District.

Improved tracking system for student behaviour and discipline issues

The tracking system for student behaviour and discipline issues was improved in the past school year, through review by the District and provincial discussions. However, the specific categories and descriptions to be tracked have not yet been finalized, due to the ongoing work on a new bullying prevention protocol. The new protocol may result in changes to the categories tracked for student behaviour and discipline issues that result in office referrals.

In the past, the tracking and reporting regarding such issues differed from school to school. However, the implementation of the PBIS Model (which helps to clarify which issues should be dealt with by a teacher or other staff person, and which ones should be referred to the main office), and the introduction of a new electronic student information system (PowerSchool), will help to ensure that behaviours and discipline issues resulting in office referrals, and dealt with by the principal and vice-principal, will be tracked in a more consistent manner.

For the 2012-2013 school year, 19 schools will track behaviours through PowerSchool. As noted, the categories of behaviours to be tracked may change over the course of this school year.

The categories currently are:

- Absent without permission
- Unprepared for class
- Disrupting class
- Uttering threats
- Fighting
- Smoking on school property
- Aggressive behaviour
- Disrespectful language
- Vandalism
- School bus misconduct
- Theft
- Physical assault
- Dress code violation
- Chronic attendance issues
- Harassment
- Disorderly conduct
- Chronic tardiness
- Possession of an illegal substance

The District will also work to ensure that there is consistent tracking of behaviours, in line with the categories in PowerSchool, at other schools not currently using the electronic student information system.

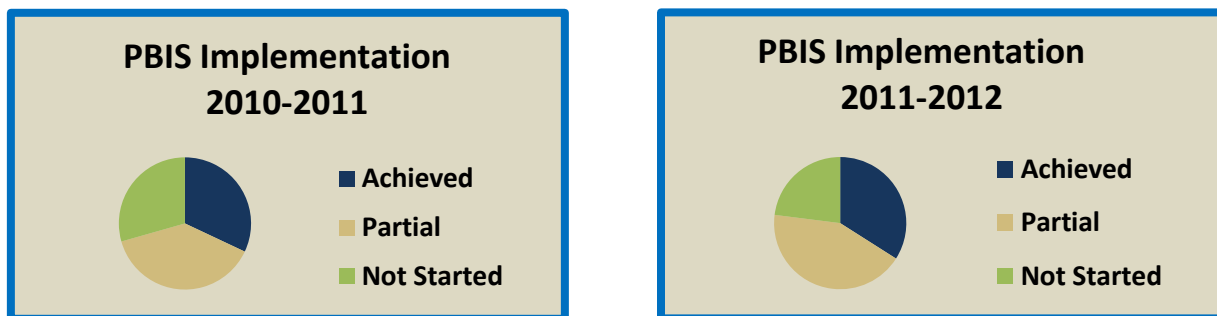
Increased number of schools implementing PBIS in 2012, over 2011

The District increased the number of schools implementing PBIS in the 2011-2012 school year.

In September 2011, principals completed a survey to help establish baseline data for this strategic goal. From this data, a matrix was developed to identify current status (e.g. not started, introductory stage/partial implementation, full PBIS implementation). The assessment looked at various components of PBIS implementation, including whether schools had a PBIS school team established and meeting regularly; if staff had participated in a professional development session; whether school-wide behavioural expectations/codes of conduct were developed, posted and taught; and, if a consequence guide and office discipline referral process was in place.

In general, in September 2011 about **32%** of NCSD schools were implementing most or all components of PBIS. Approximately **39%** were making progress in the implementation and **29%** had not started implementation, or were only implementing minimal aspects of the model.

When data for all schools was reviewed in June 2012, 34% were implementing most or all components of PBIS, 43% were making progress and 23% had not started or were only implementing minimal aspects of the model.



Data on PBIS implementation will continue to be tracked for NCSD schools in the coming school year. At the June 2013 principals’ meeting, school administrators will again be asked to complete a survey on PBIS implementation, so that data can be compared with 2010-2011 and 2011-2012.

Three PBIS focus schools were also identified during the 2011-2012 school year. One school was assisted to re-introduce PBIS and begin implementation, a second school was assisted to enhance PBIS activities and one was assisted to move towards full implementation.

The three schools identified as priorities for support by the Itinerant Teacher (PBIS) in 2011-2012 were:

1. **Dorset Collegiate** (Pilley’s Island)
Dorset Collegiate was assisted to re-introduce PBIS. A team was established, behavioural expectations were clearly defined and posted, acknowledgement of appropriate behaviours increased and a consequence guide and office discipline referral process was established.

2. **Riverwood Academy** (Wing’s Point).
Riverwood Academy was assisted to enhance PBIS activities. Administrative leadership is evident and a PBIS team is active at this school. Behavioural expectations are defined, posted and taught. Appropriate behaviours are acknowledged, and a consequence guide and office discipline referral process are in place.

3. **Sprucewood Academy** (Grand Falls-Windsor)
Sprucewood Academy was assisted to move towards full PBIS implementation. Administrative leadership for PBIS is strong and there is a PBIS team as well as a student group in place to support implementation. Expectations are clearly defined, posted and taught to all students and staff. Teaching plans were developed. Appropriate behaviours are acknowledged and behaviours are proactively and consistently corrected.

Comments

Nova Central School District is enhancing positive behaviour interventions and supports for K-12 students through:

- Revision and implementation of *our Safe and Caring Schools* policy.
- Implementation of the PBIS Model.

Objective 2

By June 30, 2013, Nova Central School District will have begun to implement the strategy to increase positive student behaviour and supports, and will have implemented the PBIS Model in an increased number of schools in 2013, over 2012.

Measure: Begun to implement strategy
Increased number of schools implementing PBIS

Indicators:

- Begun to implement revised Safe and Caring Schools Policy
- Continued work with Department of Education on provincial Safe and Caring Schools Policy and Bullying Response Protocol
- Increased number of schools implementing PBIS program, over number in June 2012



Issue Four: *Improving Recruitment and Retention of Employees*

Introduction

Nova Central School District, like other school districts, has an ongoing challenge in recruiting people to fill specific positions, including school administrator positions. Such recruitment is affected by the rural nature of our District, the number of employees eligible for retirement, the number of qualified candidates internal to the organization and the sometimes limited pool of external candidates for which all school districts are competing.

Our District has identified the recruitment and retention of school administrators as the fourth goal for our 2011-2014 Strategic Plan. This is based on the environmental scan and feedback from stakeholders, as well as input from our Human Resources and Programs Divisions.

This priority also supports the provincial government's strategic direction of an academic/learning foundation and supports the other three strategic priorities in our plan. Education in the 21st Century requires a principal to have expertise in the roles of instructional leader, building manager, team leader and student motivator. Many of our school administrators are now responsible for schools with students from all four educational levels (primary, elementary, intermediate and high school).

Our fourth priority is to enhance succession planning and the recruitment of school administrators to fill vacancies, as well as to mentor and support probationary and tenured school administrators.

Goal 4

By June 30, 2014, Nova Central School District will have enhanced school leadership in the district.

Objective

By June 30, 2012, Nova Central School District will have implemented a leadership program for teaching staff who are interested in becoming school administrators.

Measure

- Implemented leadership program

Indicator

- Developed leadership program
- Offered leadership institutes for selected Nova Central School District teaching staff
- Evaluated leadership program.

Developed leadership program

A leadership program for teaching staff was piloted in our District for 'aspiring school administrators' in 2010-2011. Based on this pilot project, a leadership program was developed for full implementation in 2011-2012. The Human Resources Division conducted a recruitment drive for interested employees, 15 participants were selected and all completed the leadership program. It consisted of four 1.5 day sessions over the course of the school year. Topics covered include:

- Leadership in financial matters;
- Student Support Services;
- Positive Behaviour Interventions and Supports (PBIS)
- Conflict resolution and mediation;
- Assessment;
- Communication strategies;
- Technology; and,
- Developing professional learning communities.

The four sessions are supplemented by other professional activities such as assigned readings, the review of educational and leadership media resources and contributions to a leadership blog. The prospective administrators are also required to complete four mentorship activities at their respective schools under the leadership of their current principals.

An additional budget of \$49,000 was allocated this year by Nova Central School District to support these leadership initiatives.

A version of the Leadership Program was also developed and delivered for Vice-Principals in our district. Twenty vice-principals completed the institute. Topics covered for vice-principals included:

- Role of the vice-principal;
- Behavioural interventions;
- Difficult conversations;
- Performance appraisal;
- Conflict resolution;
- Programs – big picture;
- Technology for school leaders;
- Developing professional learning communities; and,
- School finance.

Offered leadership institutes for selected Nova Central School District teaching staff

Leadership institutes were offered for selected NCSD teaching staff in 2011-2012. Four sessions were offered over the course of the school year for the aspiring school administrators. Sessions were held in October, January, April and June. Sessions for vice-principals were held in January, April and June.

Evaluated leadership program

The leadership program was evaluated. Evaluation forms completed by participants for each of the modules were reviewed. Overall the feedback was very positive. The program was revised somewhat, based on the comments. For example, more scenarios-based learning/role-playing was added in response to participant feedback. The program for 2012-2013 will also be adapted based on evaluation of the program to date.

The number of teaching staff who completed the Leadership Program in 2010-2011 and 2011-2012 was compared with the number hired for school administrator vacancies for in 2011-2012.

- Fifteen teachers participated in the piloted Leadership Program in 2010-2011. Six of those participants were subsequently hired to fill administrative positions for the 2011-2012 school year.
- Sixteen teachers participated in the 2011-2012 Leadership Development Program. As of June 30, 2012, four of those participants were successful in securing administrative positions for the coming school year.

Thirty-one teachers successfully completed the NCSD Leadership Program, and ten participants (33%) have been hired for administrative positions to date. Our District projects that 150 school administrators and teaching staff will retire in the next three years. It is expected that individuals who completed the Leadership Program and the Vice-Principals' Institute will have increased opportunity to move into administrative positions over the coming years, as an increased number of school administrators retire.

Comments

Our District has identified the recruitment and retention of school administrators as a priority for our 2011-2014 Strategic Plan. In order to improve and support student academic achievement, it is necessary to have strong, forward-thinking school administrators who are committed to excellence in education.

The focus for 2011-2014 under the fourth strategic goal is to:

- Recruit and train potential school administrators from within our teaching ranks.
- Support professional development and performance appraisal for school administrators.

Objective 2

By June 30, 2013, Nova Central School District will have increased leadership development activities and supports for probationary and tenured school administrators.

Measure: Increased activities and supports

Indicators:

- Implemented leadership training for probationary and tenured school administrators
- Implemented performance appraisal program for school administrators
- Begun implementation of Professional Learning Communities Model.





UNWANTED



IDIOTS

FED.EX

FAILURE

LIES

IDENTITY

ALONE

WHO GIVES A S?!#

SOCIAL WORKER

IDiot PARENTS

GUARDIAN

Highlights & Accomplishments

NOVA CENTRAL SCHOOL DISTRICT FRENCH CAMPS PROVIDE A CULTURAL CAMPING EXPERIENCE

Nova Central School District continues to enhance its French Second Language learning through the implementation of curricular and co-curricular activities. For the past several years we have offered students a cultural camping experience. Intensive Core French (ICF) students from 13 schools attend annual camps held at Lion Max Simms Memorial Camp near Bishop's Falls.

In 2011-2012, there were six ICF camps and the project was expanded to include one French Immersion camp. The ICF camps are built around themes in the curriculum and have an active living focus as well. French Immersion students explore topics in Language Arts and Social Studies.

There is also an annual summer program organized in St. Pierre for NCSD students (grades 6-7-8).

In July 2012 three groups, totalling 80 students, travelled to St. Pierre accompanied by French teachers. While there, students experienced French culture, and of course, used French for speaking and writing. Highlights included bread making, juggling lessons, a scavenger hunt and an afternoon of activities on a nearby island.

Interest in French programs continues to grow. For example, this year there were more than twice as many applications as spaces available!

Funding for district French initiatives is provided through the *Canada-Newfoundland and Labrador Agreement on Minority Language Education and Second Official Language Instruction*.



FINE ARTS THRIVING IN NCSD SCHOOLS

The District continues to offer a strong Fine Arts program, with the support of various funding initiatives under *Cultural Connections*.

In 2011-2012, five schools were approved for Arts Smarts projects, which are intended to integrate the Arts with other curriculum areas. The four schools were:

- Exploits Valley High
(Grade 7 – *River Ecosystems as a mosaic*)
- Centreville Academy
(Grade 7-9 *Hooking History*)
- Bay d’Espoir Academy
(Grade 7-9 *Music Composition*)
- Gander Academy
(Grade 5 *Irish Dance*)
- Leading Tickles Primary
(K-3 *Plasticine Sculpture*)

Through Legacy Projects, Greenwood Academy (intermediate) and Avoca Collegiate (grade 9 social studies) created murals and, in the process, explored the heritage within their communities and visually represented the history.

A vibrant ‘Visiting Artists’ program continued in nine schools in 2011-2012, and initiatives

ranged from traditional NL music to acrylic painting to printmaking through monoprints.

School tour funding from the NL Arts Council supported artists’ presentations in schools. For example, the NL Symphony Orchestra visited Millcrest Academy and Gander Academy.

Travel grants were approved for 17 schools to enable students to travel to various places as part of the Fine Arts programming and curriculum outcomes. Students toured such places as The Rooms and Anna Templeton Centre, attended plays and participated in music and drama festivals.

Schools continued to receive funding to purchase equipment for intermediate and high school music and visual arts programs.

The spectrum of resources available to schools helped to ensure that Fine Arts is a quality component of educational programming throughout the District.



STUDENT SUPPORT SERVICES

Sudent Support Services (SSS) is a sub-division of our Programs Division and facilitates a variety of supports for students in our 65 schools. Initiatives that are under the umbrella of this sub-division include Safe and Caring Schools, Inclusion, and supports and resources for students with exceptionalities.

Service Delivery Model

During 2011-2012, SSS staff began the roll-out of the new provincial service delivery model for students with exceptionalities. The model describes the supports and services available for students who have a learning strength or need identified as an exceptionality. The roll-out included professional development for school administrators and the facilitation of team meetings to oversee implementation. Sessions were also held for educational psychologists, guidance counselors, teacher representatives from each school and district itinerants.

Inclusive Education

There were 20 schools implementing the Inclusive Education Model in 2011-2012.

Professional development for administrators and teachers regarding inclusion focused on creating a common understanding of inclusive education and how it is connected to *School Growth and Development*. It also highlighted the role of administrators as leaders in schools around the inclusive philosophy.

It is intended that the Inclusion Initiative will be expanded to eight more schools in the 2012-2013 school year.

The Student Support Services sub-division is also an integral component of promoting safe, caring and healthy schools, our third strategic goal. District SSS staff were involved in the revision of our *Safe and Caring Schools* policy and development of a bullying response protocol.



TECHNOLOGY ENHANCEMENTS TO SUPPORT TEACHING AND LEARNING

In 2011-2012 the District was issued \$2 million by the provincial government for technology equipment. Computer systems and interactive white boards were allocated to schools and by June 30, approximately 85% of district classrooms had been assigned a white board. All schools now have modern computer equipment to support instruction.

A project approved for 2011-2012 provided some grade 7 students who have a diagnosis of dyslexia with a laptop, and text-to-speech software.

First Lego League, SCOUT (intermediate) and MATE (senior high) ROV Underwater Robotics and Skills Canada Land Robotics have been undertaken by a number of schools. These projects receive provincial funding and complement and enhance the overall technology education program in schools.

Work continued on a student electronic information management system, PowerSchool, which was partially funded by the provincial government. Nine schools began using the system in 2011-2012 and it is intended that another 11 schools will be using the system effective September 2012.

During the past school year, work continued on an electronic employee information system for NCSD. Improvements were made to data storage, and the online hiring package was enhanced so that the entire hiring process for teaching staff and student assistants could be completed electronically. A new school position planning portal was also been developed to assist schools with teacher hiring, redundancy and assignments.



MATH SKILLS ENHANCED THROUGH NEW CURRICULUM AND INTERACTIVE ACTIVITIES

Nova Central School District continued to support student success in Math. New curriculum was introduced for grade 10, and professional development was also offered for grade 11 Math teachers, in preparation for the roll-out of new curriculum in the 2012-2013 school year. A common final exam was created for grade 10 and various sessions were held to support new Math teachers. The Program Specialist also worked with grade 7 teachers in intermediate pilot schools to address assessment and to plan student-centred instructional activities and special events. Five teachers provided curriculum support to intermediate Math students, and five numeracy support teachers provided Math support (K-6) to 26 schools.

The district has increased the number of students in academic and honours programs. We continued to lead the province in Math results at the primary-elementary level, demonstrated consistent improvement at the intermediate level and scored above the province in Math 3204.

Four Senior High Math League games were completed. Scores were totaled to determine the overall winners (Gander Collegiate, Exploits Valley High and New World Island Academy). NCSD also had several winners in the National Math Competitions, University of Waterloo.

The Department of Education provided \$40,000 for 47 creative, fun and engaging school projects to help students grasp Math fundamentals. 'Math Days' at schools throughout the District were a big hit.

Teachers with struggling students were brought together to discuss strategies for student success, and a review package was compiled and sent to them. A Math Itinerant Teacher was also hired for the last two months of the school year, to work on-site and through on-line classes with at-risk Math 3204 students.

The extra efforts are producing results!



Summary

Our Annual Report 2011-2012 provides us with an opportunity to look back on the successes and challenges of 2011-2012, and to look ahead to the coming school year. This past school year was the first full year of implementation of our 2011-2014 Strategic Plan. We are pleased with the results from the past year and the progress we have made in accomplishing our strategic goals.

We will continue to focus on our Mission of improving student academic achievement over the long-term, through supporting an intermediate project, student retention, positive behaviours and supports, and school leadership.

We look forward to continued progress on our goals in the 2012-2013 school year.





Appendices

Appendix A: School Board Mandate

School Board Mandate (Legislation: *Schools Act, 1997*)

Duties of boards

- 75.** (1) A board shall
- (a) organize and administer primary, elementary and secondary education within the district;
 - (b) provide for the instruction of students either by the establishment of a program in its schools or by making an arrangement with another board or with another educational body in Canada;
 - (c) determine policy for the effective operation of primary, elementary and secondary schools in the district;
 - (d) ensure that policies and guidelines issued by the minister relating to special education for students are followed in schools under its jurisdiction;
 - (e) ensure adequate supervision of all students enrolled in its schools during the period for which the board is responsible for those students;
 - (f) develop a policy on employment equity and a plan for implementing the policy;
 - (g) appoint and dismiss employees;
 - (h) appoint and assign duties of teachers;
 - (i) adopt personnel policies which shall follow the personnel administration procedures of the government of the province, with the necessary changes, unless other policies are approved, in writing, by the minister;
 - (j) formulate policies for evaluating employees;
 - (k) arrange for the bonding of the assistant director of finance and administration and other persons employed by the board whose duties include the collecting, receiving or depositing of money belonging to the board;
 - (l) purchase or otherwise acquire, subject to the prior written approval of the minister, real property that it requires;
 - (m) ensure that those programs or courses of study, including courses in religious education, and the materials prescribed or approved by the minister are followed in the schools under its control;
 - (n) ensure that each school within its district maintains adequate program and performance standards;

- (o) establish policies for student evaluation and student promotion;
- (p) establish priorities for school construction, maintenance and repair and make recommendations to the minister;
- (q) make known to the public and enlist the support of the public for board policies and programs;
- (r) transmit to the minister all records and returns required by this Act and other reports and returns that the minister may require;
- (s) where the board considers it necessary, arrange for a system of transportation of students to and from schools;
- (t) where arrangements are made by it for the transportation of students, ensure that all vehicles engaged in carrying students to and from school are
 - (i) in good mechanical condition,
 - (ii) have adequate liability insurance, and
 - (iii) that an appropriate bus safety program is offered to students who are transported by bus;
- (u) insure and keep insured all its buildings and equipment and obtain insurance indemnifying it against liability in respect of a claim for damages or personal injury;
- (v) admit, at all reasonable times and subject to the terms of an agreement between it and the Memorial University of Newfoundland, a student enrolled in the Faculty of Education or School of Physical Education and Athletics at that University to a school under its control for the purpose of observation and the practice of teaching;
- (w) admit, at all reasonable times and subject to the terms of an agreement between it and a college or institute, a student enrolled in a training program for student assistants, to a school under its control for the purpose of observation and activities associated with a work term;
- (x) organize and administer a school in an institution, where directed to do so by the minister;
- (y) comply with a policy directive of the minister; and
- (z) immediately inform the minister in writing of a vacancy in the position of director or assistant director.
- (2) Notwithstanding paragraph (1)(g), an emergency supply shall not be employed or appointed to teach without the permission of the minister.
- (3) A board shall be responsible to the minister for the expenditure of public funds, the conduct of programs of instruction, and evaluation required by the minister and for the maintenance of adequate program and performance standards in schools in the district.

Powers of boards

76. (1) A board may
- (a) employ persons that the board considers necessary for its operations and to carry out its objects;
 - (b) enter into agreements for the purpose of carrying out its functions under this Act;
 - (c) permit a school building under its control to be used outside of school hours, where this does not interfere with the regular conduct of the school;
 - (d) assess a person or group a fee for use of a school under paragraph (c);
 - (e) require a student, believed by a teacher to be suffering from a communicable disease or a physical or mental condition which might endanger an employee of the board or other students, to be examined by a medical practitioner or other professional person appointed or approved by the board and, upon the recommendation of the medical practitioner or that other professional person, exclude that student from school until a certificate acceptable to the board is obtained from a medical practitioner or that other professional person permitting that student to return to school, but an exclusion or extension of an exclusion shall be reviewed by the board within 25 school days;
 - (f) by notice, in writing, require an employee or other person to undergo a physical examination by a medical practitioner appointed or approved by the board or a psychological examination by 2 medical practitioners or 2 psychologists registered under the *Psychologists Act* and to submit a certificate acceptable to the board signed by the medical practitioners or psychologists setting out the conclusions regarding the physical or mental health of that employee or person;
 - (g) summarily dismiss an employee or other person who within 14 days from the date of receiving a notice under paragraph (f) has not made a reasonable attempt to obtain the examination;
 - (h) where a certificate submitted to a board under paragraph (f) shows that an employee or other person's physical or mental health would be injurious to an employee of the board or the students, direct the employee or other person to take sick leave or other earned leave or, where he or she has no sick leave or other earned leave or the sick leave or other earned leave is exhausted, require the employee or other person to take unpaid leave;
 - (i) suspend from work, with or without pay, an employee or other person who is charged with an offence that in the opinion of the board would make that employee or other person unsuitable to perform his or her duties;
 - (j) provide, subject to the written permission of the parent of the student concerned and in conjunction with the appropriate officials responsible for traffic control in the area, a system of school patrols in which a student may assist in the control of motor vehicle traffic on highways or elsewhere so far as the traffic may affect a student going to or from the school;
 - (k) raise money, subject to the prior written approval of the minister, upon its corporate credit and for the purpose of the board;

- (l) sell or lease property for the purpose of the board, subject to the prior written approval of the minister;
 - (m) levy a fee for the transportation of students; and
 - (n) become a member of a provincial association of school boards and pay a required membership fee.
- (2) Notwithstanding section 75 or subsection (1) of this section, a board may close a school only after the parents of students affected have been given an opportunity to make representations to the board.



Appendix B: Board of Trustees

Board of Trustees

The Board of Trustees for Nova Central School District consists of fifteen Trustees representing eleven zones in the District. As of June 30, 2012 the Board included the following trustees:

	Trustee	Zone
1.*	VACANT	All communities on the Baie Verte Peninsula
2.	Mr. Hardy Sparkes	All communities from Sheppardville to Rattling Brook to Harry's Harbour to Beachside to Little Bay Islands to Miles Cove to Beaumont to Brighton, inclusive
3.	Mr. Thomas Kendell	All communities from Buchans to Grand Falls-Windsor, inclusive
4.	Ms. Jacqueline Howard	All communities from Buchans to Grand Falls-Windsor, inclusive
5.	Mr. Michael Thomas	All communities from Bishop's Falls to Peterview to Leading Ticks to Fortune Harbour, inclusive
6.	Mr. Raymond Jenkins	All communities from Bishop's Falls to Peterview to Leading Ticks to Fortune Harbour, inclusive
7.	Mr. John George (<i>Chair</i>)	All communities on the Connaigre Peninsula from St. Alban's to Morrisville to Rencontre East to Gaultois to McCallum, inclusive
8.	Mr. Hubert Langdon	All communities on the Connaigre Peninsula from St. Alban's to Morrisville to Rencontre East to Gaultois to McCallum, inclusive
9.	Mr. George Tiller	All communities from Norris Arm to Laurenceton to Little Burnt Bay to Comfort Cove to Baytona to Birchy Bay, inclusive
10.	Mr. Newman Harris	All communities on Twillingate Island and New World Island, inclusive
11.	Mr. Andre Power	All communities on Fogo Island and Change Islands to Port Albert to Horwood to Gander Bay South to Frederickton to Aspen Cove to Ladle Cove to Musgrave Harbour, inclusive
12.	Mr. Don Sturge	All communities from Deadman's Bay to Cape Freels to Pool's Island to Greenspond to Hare Bay, inclusive
13.	Mr. David Oxford	All communities from Gambo to Glovertown to Charlottetown, inclusive, and all communities on the Eastport Peninsula, and St. Brendan's Island
14.	Mr. Kerry Noble	All communities from Benton to Glenwood, inclusive
15.	Ms. Kim Cheeks	All communities from Benton to Glenwood, inclusive

*This position was vacant as of June, 30, 2012, due to a trustee's resignation earlier in June.

Appendix C: NCS D Enrollment by Grade and School, 2011-2012

SCHOOL	AGR 2011	AGR 2010	Difference
1. A.R. Scammell Academy	25	24	1
2. Avoca Collegiate	83	79	4
3. Bay d'Espoir Academy	274	277	-3
4. Bayview Primary	3	5	-2
5. Botwood Collegiate	346	347	-1
6. Brian Peckford Primary	50	52	-2
7. Cape John Collegiate	113	121	-8
8. Centreville Academy	110	117	-7
9. Charlottetown Elem.	9	15	-6
10. Copper Ridge Academy	361	360	1
11. Cottrell's Cove Academy	25	28	-3
12. Dorset Collegiate	185	184	1
13. Exploits Valley High	480	494	-14
14. Exploits Valley Intermediate	465	443	22
15. Fitzgerald Academy	179	188	-9
16. Fogo Central Academy	282	284	-2
17. Gander Academy	921	920	1
18. Gander Collegiate	371	336	35
19. Gill Memorial Academy	122	128	-6
20. Glovertown Academy	355	368	-13
21. Green Bay South Academy	122	140	-18
22. Greenwood Academy	161	164	-3
23. H.L. Strong Academy	2	4	-2
24. Helen Tulk Elementary	210	238	-28
25. Heritage Academy	7	6	1
26. Hillside Elementary	95	104	-9
27. Hillview Academy	108	116	-8
28. Holy Cross School	99	112	-13
29. Indian River Academy	258	266	-8
30. Indian River High	253	255	-2
31. J.M. Olds Collegiate	160	168	-8
32. Jane Collins Academy	76	86	-10
33. John Watkins Academy	72	74	-2
34. King Academy	141	147	-6
35. Lakeside Academy	87	95	-8
36. Lakewood Academy	200	206	-6
37. Leading Ticks Elementary	11	10	1
38. Leo Burke Academy	228	219	9

SCHOOL	AGR 2011	AGR 2010	Difference
39. Lewisporte Academy	344	345	-1
40. Lewisporte Collegiate	263	261	2
41. Lewisporte Intermediate	166	164	2
42. Long Island Academy	6	6	0
43. Lumsden Academy	73	76	-3
44. MSB Regional Academy	320	338	-18
45. Memorial Academy, Botwood	318	327	-9
46. Millcrest Academy	159	160	-1
47. New World Island Academy	399	399	0
48. Pearson Academy	294	313	-19
49. Phoenix Academy	253	251	2
50. Point Leamington Academy	98	108	-10
51. Riverwood Academy	301	305	-4
52. Sandstone Academy	18	18	0
53. Smallwood Academy	259	285	-26
54. Sprucewood Academy	255	276	-21
55. St. Gabriel's All Grade	17	15	2
56. St. Joseph's Elementary	125	132	-7
57. St. Paul's Intermediate	413	407	6
58. St. Peter's Academy	36	37	-1
59. St. Peter's All Grade	9	9	0
60. St. Stephen's All Grade	20	17	3
61. Twillingate Elementary	122	130	-8
62. Valmont Academy	120	136	-16
63. Victoria Academy	26	27	-1
64. William Mercer Academy	185	174	11
65. Woodland Primary	432	435	-3
TOTAL	12080	12331	-251

Appendix D: Audited Statements

NOVA CENTRAL SCHOOL DISTRICT
INDEPENDENT AUDITORS' REPORT
FINANCIAL STATEMENTS - JUNE 30, 2012

NOVA CENTRAL SCHOOL DISTRICT

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June 30, 2012

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INDEPENDENT AUDITORS' REPORT

To the members of the **Nova Central School District**

Report on the Financial Statements

We have audited the balance sheet of the current and capital funds of the **Nova Central School District** as at June 30, 2012, and the related statements of current revenues, expenditures and Board deficiency, and statement of changes in capital fund position for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the basis of accounting and as explained in Note 1 to the financial statements, which is in compliance with reporting requirements established for school boards in the Province of Newfoundland and Labrador by the Department of Education, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Other

As required by Section 66(2) of the Schools Act, 1997, we report that all employees collecting, receiving and depositing cash are adequately bonded.

Basis for Disclaimer of Opinion

These financial statements, have not been, and were not intended to be, prepared in accordance with Canadian generally accepted accounting principles. They have been prepared in accordance with the basis of accounting and as explained in Note 1 to the financial statements, which is in compliance with reporting requirements established for school boards in the Province of Newfoundland and Labrador by the Department of Education.

(Continued...)

INDEPENDENT AUDITORS' REPORT (continued)

Opinion

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Board as at June 30, 2012, and the results of its operations and the changes in its capital financial position for the year then ended in accordance with the basis of accounting and as explained in Note 1 to the financial statements, which is in compliance with reporting requirements established for school boards in the Province of Newfoundland and Labrador by the Department of Education.

These financial statements, which have not been, and were not intended to be, prepared in accordance with Canadian generally accepted accounting principles, are intended for the information and use of the Board and the Province of Newfoundland and Labrador and may not be appropriate for any other purpose.

Walters Hoffe
Chartered Accountants

Gander, Newfoundland

November 27, 2012

Nova Central School District
Balance Sheet
Year ended June 30, 2012

	2012	2011
Assets		
Current Assets		
Cash (Supp. Info 1)	\$ 8,380,238	\$ 8,243,948
Accounts Receivable (Note 2)	16,048,962	13,179,293
Inventory, at cost	-	-
Prepaid Expenses (Supp. Info 3)	641,761	607,814
Total Current Assets	<u>25,070,961</u>	<u>22,031,055</u>
Restricted Cash - Scholarship Contributions	723,947	721,709
Property and Equipment (Sch. 8)	<u>224,350,255</u>	<u>213,200,147</u>
	<u>\$ 250,145,163</u>	<u>\$ 235,952,911</u>

Liabilities and Board Equity

Current Liabilities		
Bank indebtedness (Note 3)	\$ -	\$ -
Accounts Payable and Accruals (Note 4)	19,305,833	17,668,293
Current Maturities (Sch. 9B)	1,263,895	1,243,956
Total Current Liabilities	<u>20,569,728</u>	<u>18,912,249</u>
Scholarship Contributions	723,947	721,709
Long Term Debt (Sch. 9)	5,615,336	5,825,112
Accrued Support Staff Severance	2,979,338	3,042,333
Accrued Teacher Severance	21,052,147	20,081,629
Board Equity		
Investment in Capital Assets (Note 6)	217,471,023	206,131,080
Board Deficiency (Note 8)	<u>(18,266,356)</u>	<u>(18,761,201)</u>
Total Board Equity	<u>199,204,667</u>	<u>187,369,879</u>
Commitments (Note 7)		
	<u>\$ 250,145,163</u>	<u>\$ 235,952,911</u>

Approved: John George Board Chairperson

Andie Lowe Chairperson - Finance and Property Committee

See accompanying notes.

**Nova Central School District
Statement of Current Revenues, Expenditures and
Board Deficiency**

Year Ended June 30, 2012	2012	2011
Current Revenues (Schedule 1)		
Local Taxation	\$ -	\$ -
Provincial Government Grants	147,173,935	139,023,286
Donations	-	-
Ancillary Services	36,000	36,801
Miscellaneous	1,742,845	589,869
	<u>\$ 148,952,780</u>	<u>\$ 139,649,956</u>
Current Expenditures		
Administration (Schedule 2)	\$ 4,516,891	\$ 4,028,573
Instruction (Schedule 3)	114,703,560	108,705,862
Operations and Maintenance (Schedule 4)	16,126,778	13,743,168
Pupil Transportation (Schedule 5)	12,052,177	11,865,250
Ancillary Services (Schedule 6)	2,226	2,238
Interest Expense (Schedule 9C)	3,679	3,703
Miscellaneous Expenses (Schedule 7)	-	-
	<u>147,405,311</u>	<u>138,348,794</u>
23 111		
Excess of Revenue over Expenditure Before Teacher Severance, Funded Management Leave Accrual and Transfer to Capital	\$ 1,547,469	\$ 1,301,162
Teacher Severance	(970,518)	(890,230)
Funded Management Leave Accrual	62,621	39,536
Transfer to Capital	<u>(144,727)</u>	<u>(1,137)</u>
Net Increase (Decrease) in Board Equity	\$ 494,845	\$ 449,331
Board Deficit, beginning of period	<u>(18,761,201)</u>	<u>(19,210,532)</u>
Board Deficit, end of period	<u>\$ (18,266,356)</u>	<u>\$ (18,761,201)</u>

See accompanying notes.

**Nova Central School District
Statement of Changes in Capital Fund**

Year ended June 30, 2012		2012	2011
70	Capital Receipt		
71	Proceeds from Bank Loans		
011	School Construction	\$ -	\$ -
012	Equipment	-	-
013	Service Vehicles	-	67,115
014	Pupil Transportation	1,133,640	1,940,969
015	Other - Energy Performance Contracting	-	-
72	Department of Education Grants		
011	School Construction and Equipment	11,522,834	16,332,839
012	Other	-	119,941
73	Donations		
011	Cash Receipts	-	-
012	Non-Cash Receipts	-	-
013	Restricted Use	-	-
74	Sale of Capital Assets Proceeds		
011	Land	-	-
012	Buildings	1,050	11,289
013	Equipment	-	-
014	Service Vehicles	736	1,010
015	Pupil Transportation Vehicles	5,929	3,574
016	Other	-	-
75	Other Capital Revenues		
011	Interest on Capital Fund Investments	-	-
012	Premiums on Debentures	-	-
013	Recoveries of Expenditures	-	-
015	Insurance Proceeds	17,500	-
017	Miscellaneous-Energy Grant	-	-
Total Capital Receipts			
77	Transfer from Reserve Account	-	-
78	Transfer to/from Current Fund	144,727	1,137
		\$ 12,826,416	\$ 18,477,874

See accompanying notes.

**Nova Central School District
Statement of Changes in Capital Fund (cont'd)**

Year ended June 30, 2012	2012	2011
80 Capital Disbursements		
81 Additions to Property and Equipment		
011 Land and Sites	\$ -	\$ 16,188
012 Buildings	11,522,834	16,313,466
013 Furniture and Equipment - School	-	-
014 Furniture and Equipment - Other	83,219	19,373
015 Services Vehicles	51,177	105,112
016 Pupil Transportation	1,133,639	2,006,724
017 Other	-	-
82 Principal Repayment of Loans		
011 School Construction		-
012 Equipment		-
013 Services Vehicles	35,547	17,011
014 Other		-
83 Miscellaneous Disbursements		
013 Other		-
Total Capital Disbursements	<u>\$ 12,826,416</u>	<u>\$ 18,477,874</u>

See accompanying notes.

Nova Central School District Notes to the Financial Statements

June 30, 2012

1. Summary of Significant Accounting Policies

The accompanying financial statements have been prepared on a fund accounting basis which is generally accepted for School Boards. Fund accounting can be defined as "accounting procedures in which a self-balancing group of accounts is provided for each fund." It is customary for School Boards to account separately for the current and capital funds.

A summary of significant accounting policies adopted by the Board, relating to their use of fund accounting, is as follows:

- a) Grants received by the Board from the Department of Education are recorded in either the current or capital funds depending on the project.
- b) Land, buildings and equipment are recorded in the accounts based on estimated values at January 1, 1997. Additions since that date are recorded at full cost in the capital fund.
- c) The Board does not calculate or record depreciation on any of its property and equipment.
- d) All capital expenditures financed out of current revenue funds are recorded as an expenditure in the current account.
- e) Principal Repayment of Pupil Transportation Loans are recorded as Current Expenditures. All other principal repayment of bank loans are recorded as Capital Expenditures.

Severance Pay

The Board has in effect severance pay policies whereby employees are entitled to a severance payment upon leaving employment with the Board. Under these policies, a permanent employee who has nine (9) or more years of continuous service in the employ of the School Board is entitled to be paid on resignation, retirement, termination by reasons of disability, expiry of recall rights, or in the event of death, to the employee's estate, severance pay equal to the amount obtained by multiplying the number of completed years of continuous employment by his weekly salary to a maximum of twenty (20) weeks pay. This liability for severance pay has been accrued in the accounts for all employees who have a vested right to receive such payments.

Severance pay for teachers is paid through the Department of Education. An amount of \$1,345,033 has been paid during the 2011-2012 fiscal period and is included in employee benefits for teachers.

Nova Central School District
Notes to the Financial Statements

June 30, 2012

		<u>2012</u>
2. Accounts Receivable		
	<u>Current</u>	
11 131	Provincial Government Grant	\$ 14,899,494
	132 Transportation	-
	133 Federal Government	390,778
	134 School Taxes	-
	136 Other School Boards	-
	137 Rent	-
	138 Interest	-
	139 Travel Advances, Schools and Misc.	287,257
	 <u>Capital</u>	
11 231	Department of Education-Capital Grants	471,433
	233 Local Contributions	-
	234 Other School Boards	-
	235 Other	-
		<u>16,048,962</u>
	Less: Allowance for uncollectible Government grants	<u>-</u>
		<u>\$ 16,048,962</u>

3. Bank Indebtedness - Current

21 131	On Operating Credit	-
	132 On Current Account	-
		<u>\$ -</u>

**Nova Central School District
Notes to the Financial Statements**

June 30, 2012

4. Accounts Payable and Accruals		<u>2012</u>
<u>Current</u>		
21	111 Trade Payables	\$ 1,098,323
	112 Accrued - Liabilities	667,660
	113 - Interest	-
	114 - Wages	1,237,068
	115 Payroll Deductions	171,188
	116 Retail Sales Tax	-
	117 Deferred Grants	1,038,542
	119 Summer Pay- Teacher	12,717,948
	122 Department of Education	151,379
<u>Capital</u>		
21	211 Trade Payables	-
	212 Accrued - Liabilities	-
	213 - Interest	-
	217 Deferred Grants	2,223,725
	218 Other	-
		<u>\$ 19,305,833</u>

5. Reserve Account - Capital

Balance, beginning of period	\$ -
Less: Transfer to Capital Fund	<u>-</u>
	-
Add: Transfer from Board Equity	<u>-</u>
Balance, end of period	<u>\$ -</u>

Nova Central School District
Notes to the Financial Statements

June 30, 2012

	<u>2012</u>
5A. Reserve Account - Current	
Balance, beginning of period	\$ -
Less: Current Expenditures	<u>-</u>
Add: Transfer from Board Equity	<u>-</u>
Balance, end of period	<u>\$ -</u>

**Nova Central School District
Notes to the Financial Statements**

June 30, 2012

		<u>2012</u>
6. Investment in Capital Assets		
Balance, June 30, 2011		\$ 206,131,080
Transfer of Operating Funds to Capital Fund		144,727
Grants		
- Department of Education-Capital Projects	11,522,834	
- Other	-	11,522,834
Proceeds from Sale of Capital Assets		7,715
Federal Government Energy Grant		-
Insurance Proceeds		<u>17,500</u>
		217,823,856
Deduct Adjustments:		
Cost of Assets Sold		
- Land	-	
- Buildings	770,210	
- School Buses	837,582	
- Service Vehicles-Mtce.	-	
- Service Vehicles-Bussing	<u>32,970</u>	<u>1,640,762</u>
		216,183,094
Add Adjustments:		
Other - Pupil transportation loan payments made by current fund	1,102,498	
Energy Performance loan payments made by current fund	<u>185,431</u>	<u>1,287,929</u>
23 221 Investment in Capital Assets, end of period		<u>\$ 217,471,023</u>

**Nova Central School District
Notes to the Financial Statements**

June 30, 2012

7. Commitments

At the Balance Sheet date, the District had the following commitments:

The District has entered into lease agreements with estimated future payments for the next five years as follows:

2013-\$ 138,842
2014-\$ 138,842
2015-\$ 136,003
2016-\$ 134,753
2017-\$ 52,675

8. Board Deficiency

Opening Board Deficiency, June 30, 2011	\$ (18,761,201)
Net increase(decrease) in Board Equity (Page 5)	<u>494,845</u>
Board Deficiency, June 30, 2012	<u>\$ (18,266,356)</u>

Nova Central School District

Notes to the Financial Statements

June 30, 2012

9. Department of Education Receivables and Payables

As at June 30, 2012 the Board has recorded the following receivables from the Province of Newfoundland & Labrador - Department of Education.

Accounts Receivable - Current

Amounts due re: Teacher Summer Pay	\$ 12,717,948
Amounts due re: School Operations	<u>2,181,545</u>
	<u>\$ 14,899,493</u>

Accounts Receivable - Capital

Amounts due re: Special Incentives	\$ -
Amounts due re: School Construction	<u>471,433</u>
	<u>\$ 471,433</u>

Accounts Payable

Amounts due re: Other	\$ 151,379
Amounts due re: Teachers Payroll	<u>-</u>
	<u>\$ 151,379</u>

**Nova Central School District
Current Revenues**

Schedule 1

Year Ended June 30, 2012		2012	2011
Current Revenues			
31	010 Local Taxation		
	011 School Taxes	\$ -	-
32	010 Provincial Government Grants		
	011 Regular Operating Grants	\$ 23,571,917	\$ 22,877,569
	012 Special Grants (Details on bottom of Schedule 1)	2,525,179	1,115,889
	013 Payroll Tax	1,839,474	1,748,827
	Salaries and Benefits		
	017 Directors and Assistant Directors/SEO	1,476,540	1,172,122
	021 Regular Teachers	98,743,981	93,608,797
	021 Student Assistants	2,804,796	2,755,677
	022 Substitute Teachers	4,442,401	4,155,442
	030 Pupil Transportation		
	031 Board Owned	10,034,034	9,825,673
	032 Contracted	1,257,112	1,246,433
	033 Special Needs	478,501	516,857
		<u>147,173,935</u>	<u>139,023,286</u>
33	010 Donations		
	012 Cash Receipts	-	-
	013 Non Cash Receipts	-	-
	014 Restricted Use	-	-
34	010 Ancillary Services	-	-
	011 Revenue from Rental of Residences	-	-
	015 Interest on Schools	-	-
	021 Revenues from Rental of Schools and Facilities (Net)	-	801
	022 Internally Generated Funds - Snow Clearing and Other Incentives	36,000	36,000
	031 Cafeterias	-	-
	032 Other	-	-
		<u>36,000</u>	<u>36,801</u>

Nova Central School District
Current Revenues

Schedule 1 (cont'd)

Year Ended June 30, 2012	2012	2011
Current Revenues		
35 010 Miscellaneous	\$ -	\$ -
011 Interest on Investments	112,808	100,016
012 Bus Charters	319,801	294,776
021 Recoveries of Expenditures	996,864	82,602
051 Insurance Proceeds	101,856	1,846
081 Miscellaneous Federal Grant	66,689	53,807
091 Textbooks	-	-
092 Sundry	144,827	56,822
	<u>1,742,845</u>	<u>589,869</u>
36 011 Transfer from Capital		
Total Current Revenues	<u>\$ 148,952,780</u>	<u>\$ 139,649,956</u>

**Nova Central School District
Current Revenues**

Schedule 1 (cont'd)

Year Ended June 30, 2012	2012	2011
Special Grants		
Apprenticeship Program (Salaries)	\$ 94,969	\$ 76,711
Art Works Conference	2,891	6,357
ASD S&C	45,840	20,439
Building Envelope Assessments	40,721	-
Building Envelope Upgrades - Smallwood Academy	49,889	-
Bus Depots - Life Safety Projects	53,475	2,093
CAD Drawings - Various Schools	29,960	-
Career Development Partnership Initiative	1,798	-
CDLI	20,984	66,706
Computers for Schools	752	-
Early Childhood	293	121
Enhanced/School Inspections	-	27,014
Entrance Security Upgrades - Various Schools	76,816	-
Fine Arts	70,452	11,607
French - ICF Admin Institute	-	5,500
French - ICF Resources	27,959	2,900
French - Recruitment and Training	6,750	8,000
French - Senior High Core French Resources	27,300	-
French - Smart Boards	10,207	18,595
French - Technology	-	4,550
French Camps	46,369	58,865
French Immersion	-	4,200
French Monitor	65,662	31,676
French Supplementary Materials	-	1,234
French Teacher Aide	53,992	29,016
Furniture and Equipment - Copper Ridge Academy	237,000	-
Furniture and Equipment - New World Island	40,055	-
Furniture and Equipment - St. Paul's Extension	40,499	-
Healthy Schools	3,385	78,160
Inclusion and Service Delivery Model	23,743	-
Inclusive Education	30,250	-
Intercom, Clock and Bell Systems - Various Schools	42,373	-
Intermediate Library Initiative	22,951	112,021
Kinderstart	7,225	5,988
Math Initiatives	42,808	37,966
Math Research	6,988	16,532
Mercury Clean Up - Glovertown Academy	73,653	-
Metal Lockers - Various Schools	177,390	-
Miscellaneous Repairs and Maintenance	124,687	52,925
Multi-Age Handbook	4,867	13,457
Music Equipment	-	48,171
Numeracy Support	31,568	28,148
Oil Tanks - Various Schools	33,700	-
Parking Lot - Woodland Primary	21,323	-
Parking Lot Safety - Various Schools	95,012	-
PISA/PCAP Schools	-	2,742
Positive Behaviours	2,436	-
Primary Core French	-	17,000
Provincial Theatre Arts Festival	50,000	-
Save-It-Forward Program	994	-
Soil Remediation - Grand Falls Windsor Bus Depot	467,712	-

**Nova Central School District
Current Revenues**

Schedule 1 (cont'd)

<u>Year Ended June 30</u>	<u>2012</u>	<u>2011</u>
Speech Language Pathology	\$ 15,826	\$ 6,786
St. Pierre Trips	76,876	\$ 81,159
Student Information System	66,450	76,404
Teacher Induction	-	-
Training Initiatives-Special Education	-	76,098
Tutoring/Work Experience	34,642	43,514
Tutoring/Work Experience - CDLI	23,587	30,639
Youth Retention Strategy	100	12,595
	<u>\$ 2,525,179</u>	<u>\$ 1,115,889</u>

**Nova Central School District
Administration Expenditures**

Schedule 2

Year Ended June 30, 2012	2012	2011
51 011 Salaries and Benefits - Director and Assistant Directors/SEO	\$ 1,476,540	\$ 1,172,123
012 Salaries and Benefits - Board Office Personnel	1,898,704	1,715,138
013 Office Supplies	64,748	62,592
014 Replacement Furniture and Equipment	34,963	35,972
015 Postage	36,292	42,446
016 Telephone	99,698	87,262
017 Office Equipment Rentals and Repairs	19,235	28,707
018 Bank Charges	427	566
019 Electricity	161,423	140,753
021 Fuel	-	-
022 Insurance	4,262	4,204
023 Repairs and Maintenance (Office Building)	29,188	44,080
024 Travel	100,826	116,221
025 Board Meeting Expenses	71,701	77,746
026 Election Expenses	-	-
027 Professional Fees	146,833	126,367
028 Advertising	49,286	49,745
029 Membership Dues	73,366	76,008
031 Municipal Taxes	44,664	43,015
034 Miscellaneous	175,547	175,704
035 Payroll Tax	29,168	29,924
Total Administration Expenditures	\$ 4,516,891	\$ 4,028,573

**Nova Central School District
Instruction Expenditures**

Schedule 3

Year Ended June 30, 2012	2012	2011
52 010 Instructional Salaries (Gross)		
011 Teachers' Salaries - Regular	\$ 83,454,378	\$ 79,408,779
012 - Substitute	4,441,402	4,155,442
013 - Board Paid	1,078	-
013 - Student Assistants	2,697,423	2,731,450
014 Augmentation	-	-
015 Employee Benefits	15,295,109	14,199,140
016 School Secretaries - Salaries and Benefits	2,509,379	2,477,072
017 Payroll Tax	1,882,413	1,791,866
018 IMC Salary	38,908	35,299
	<u>\$ 110,320,090</u>	<u>\$ 104,799,048</u>
52 040 Instructional Materials		
041 General Supplies	\$ 813,894	\$ 708,819
042 Library Resource Materials	123,795	76,998
043 Teaching Aids	538,722	526,068
044 Curriculum Initiatives	-	-
	<u>\$ 1,476,411</u>	<u>\$ 1,311,885</u>
52 060 Instructional Furniture and Equipment		
061 Replacement	\$ 1,031,360	\$ 754,170
062 Rentals and Repairs	187,057	218,472
	<u>\$ 1,218,417</u>	<u>\$ 972,642</u>
52 080 Instructional Staff Travel		
081 Program Co-ordinators	\$ 78,866	\$ 59,677
082 Teachers' Travel	262,325	222,176
083 Inservice and Conferences	140,090	175,795
	<u>\$ 481,281</u>	<u>\$ 457,648</u>
090 Other Instructional Costs		
52 091 Postage and Stationary	-	-
092 Miscellaneous	\$ 1,207,361	\$ 1,164,639
	<u>\$ 1,207,361</u>	<u>\$ 1,164,639</u>
	<u>\$ 114,703,560</u>	<u>\$ 108,705,862</u>

**Nova Central School District
Operations and Maintenance Expenditures - Schools**

Schedule 4

Year Ended June 30, 2012		2012	2011
53 011	Salaries and Benefits - Janitorial	\$ 3,979,494	\$ 3,778,399
012	Salaries and Benefits - Maintenance	2,344,276	2,285,061
013	Payroll Tax	106,454	108,842
014	Electricity	3,337,751	3,043,129
015	Fuel	863,084	757,344
016	Municipal Service Fees	405,121	357,492
017	Telephone	566,490	408,987
018	Vehicle Operating and Travel	158,106	171,860
019	Janitorial Supplies	264,393	273,663
021	Janitorial Equipment	72,468	38,822
022	Repairs and Maintenance - Building	1,226,269	1,082,007
023	- Equipment	7,812	6,565
024	Contracted Services - Janitorial	264,984	303,153
025	Snowclearing	675,869	673,918
027	Other	1,854,207	453,926
Total Operations and Maintenance Expenditures		\$ 16,126,778	\$ 13,743,168

**Nova Central School District
Pupil Transportation Expenditures**

Schedule 5

Year Ended June 30, 2012	2012	2011
54 010 Operation and Maintenance of Board Owned Fleet		
011 Salaries and Benefits - Administration	\$ 228,049	\$ 233,455
012 Salaries and Benefits Drivers and Mechanics	6,198,864	5,985,675
013 Payroll Tax	103,198	101,803
014 Debt Repayment - Interest	136,212	127,542
015 - Principal	1,102,498	1,118,236
016 Bank Charges	-	-
017 Gas and Oil	1,359,963	1,210,197
018 Licences	88,578	110,350
019 Insurance	108,038	107,362
021 Repairs and Maintenance - Fleet	550,264	620,148
022 - Building	52,419	84,720
023 Tires and Tubes	76,505	89,084
024 Heat and Light	95,288	89,090
025 Municipal Services	9,510	8,695
026 Snowclearing	41,860	37,564
027 Office Supplies	18,254	17,210
029 Travel	29,388	12,991
031 Professional Fees	7,371	7,129
032 Miscellaneous	64,287	92,263
033 Telephone	46,018	48,416
	<u>\$ 10,316,564</u>	<u>\$ 10,101,930</u>
54 040 Contracted Services		
041 Regular Transportation	1,257,112	1,246,433
042 Special Needs	478,501	516,887
	<u>1,735,613</u>	<u>1,763,320</u>
Total Pupil Transportation Expenditures	<u>\$ 12,052,177</u>	<u>\$ 11,865,250</u>

**Nova Central School District
Ancillary Services and Miscellaneous Expenses**

Year Ended June 30, 2012		2012	2011
Ancillary Services			<u>Schedule 6</u>
55	Ancillary Services		
011	Operations of Teachers' Residence	\$ -	\$ -
013	Janitorial	-	-
031	Cafeterias	-	12
032	Other	<u>2,226</u>	<u>2,226</u>
		<u>\$ 2,226</u>	<u>\$ 2,238</u>

Miscellaneous Expenses Schedule 7

The Board has incurred the following miscellaneous expenses:

57 001	Miscellaneous	-	-
		<u>-</u>	<u>-</u>
		<u>\$ -</u>	<u>\$ -</u>

**Nova Central School District
Details of Property and Equipment**

Schedule 8

Year Ended June 30, 2012

	Balance June 30, 2011	Adjustment/ Transfer Current Year	Additions 2012	Disposals 2012	Balance June 30, 2012
Land and Sites					
12 210 Land and Sites					
211 Land and Sites	2,778,858	-	-	-	2,778,858
12 212 Land Improvements	2,778,858	-	-	-	2,778,858
Buildings					
12 220 Buildings					
221 Schools	167,632,982	-	10,986,493	770,210	177,849,265
222 Administration	5,016,183	-	536,340	-	5,552,523
223 Residential	-	-	-	-	-
224 Recreation	-	-	-	-	-
225 Other - Maintenance	136,323	-	-	-	136,323
	172,785,488	-	11,522,833	770,210	183,538,111
Furniture & Equipment					
12 230 Furniture & Equipment					
231 Schools	20,364,832	-	-	-	20,364,832
232 Administration	2,043,212	-	83,219	-	2,126,431
233 Residential	-	-	-	-	-
234 Recreation	-	-	-	-	-
235 Other - Maintenance	14,728	-	-	-	14,728
	22,422,772	-	83,219	-	22,505,991
Vehicles					
12 240 Vehicles					
241 Service Vehicles	329,799	-	51,178	32,969	348,008
Pupil Transportation					
12 250 Pupil Transportation					
251 Land	60,817	-	-	-	60,817
252 Building	1,016,779	-	-	-	1,016,779
253 Vehicles - Buses	13,460,151	-	1,133,639	837,582	13,756,208
254 - Service	275,643	-	-	-	275,643
255 Equipment	69,840	-	-	-	69,840
256 Other	-	-	-	-	-
	14,883,230	-	1,133,639	837,582	15,179,287
Miscellaneous Capital Assets					
12 260 Miscellaneous Capital Assets					
261 Other	-	-	-	-	-
Total Property & Equipment	\$ 213,200,147	\$ -	\$ 12,790,869	\$ 1,640,761	\$ 224,350,255

Land, buildings and equipment have been recorded in the accounts at estimated values at January 1, 1997. Additions since that date have been recorded at cost. Lands and sites on which some of the buildings are erected are vested in the former school boards or denominational education councils or churches. All real and personal property used for the purpose of education by Nova Central School District will be subject to the terms and conditions contained in Section 84 of the 1997 Schools Act.

**Nova Central School District
Details of Long Term Debt**

Schedule 9

Year Ended June 30, 2012

Bank loans, mortgages and debentures, approved by the Board and the Government of Newfoundland and Labrador

22	210	Loans Other Than Pupil Transportation	
	211	Bank Loans	
		___ Repayable \$ 15,452 monthly, maturing 2015	\$ 413,376
		___ Repayable \$ monthly, maturing	-
		___ Repayable \$ monthly, maturing	-
		___ Repayable \$ monthly, maturing	-
		___ Repayable \$ monthly, maturing	-
			<hr/>
	Total 211		\$ 413,376
	212	Mortgages	
		___ Repayable \$ monthly, maturing	-
		___ Repayable \$ monthly, maturing	-
		___ Repayable \$ monthly, maturing	-
			<hr/>
	Total 212		-
	213	Vehicles	
		___ Repayable \$ 539.62 monthly, maturing 2013	3,270
		___ Repayable \$ 731.53 monthly, maturing 2013	7,209
		___ Repayable \$ 552.61 monthly, maturing 2013	3,393
		___ Repayable \$ 730.38 monthly, maturing 2013	3,718
		___ Repayable \$ 619.21 monthly, maturing 2013	4,640
			<hr/>
	Total 213		22,230
	Subtotal		<hr/> 435,606
	215	Less: Current Maturities	<hr/> 207,670
	Total Loans Other Than Pupil Transportation		<hr/> \$ 227,936

**Nova Central School District
Details of Long Term Debt**

Schedule 9 (cont'd)

Year Ended June 30, 2012

22 220 Loans - Pupil Transportation

221 Vehicle Bank Loans

Prime-1% Repayable \$13,293 monthly, maturing 2023	\$	1,635,097
Prime-1% Repayable \$6,277 monthly, maturing 2013		81,603
Prime-1% Repayable \$1,125 monthly, maturing 2014		32,631
Prime-1% Repayable \$2,914 monthly, maturing 2015		96,267
Prime-1% Repayable \$3,794 monthly, maturing 2016		197,302
Prime-1% Repayable \$2,090 monthly, maturing 2013		25,083
Prime-1% Repayable \$2,738 monthly, maturing 2014		65,701
Prime-1% Repayable \$2,793 monthly, maturing 2015		92,179
Prime-1% Repayable \$1,084 monthly, maturing 2016		55,287
Prime-1% Repayable \$ 21,563 monthly, maturing 2017		1,315,347
Prime-1% Repayable \$ 24,443 monthly, maturing 2019		1,784,341
Prime- 1% Repayable \$7,873 monthly, maturing 2023		<u>1,062,787</u>

Subtotal 6,443,625

223 Less: Current Maturities 1,056,225Total Loans - Pupil Transportation 5,387,400Total Long Term Debt \$ 5,615,336

**Nova Central School District
Summary of Long Term Debt**

Schedule 9A

June 30, 2012

<u>Description</u>	<u>Rate</u>	<u>Balance June 30 2011</u>	<u>Loans Obtained During Period</u>	<u>Principal Repayment for Period</u>	<u>Balance June 30 2012</u>
A) 1. School Construction	Prime - 1%	\$ -	\$ -	\$ -	\$ -
2. Restructuring	Prime - 1%	-	-	-	-
B) Equipment		-	-	-	-
C) Service Vehicle		57,778	-	35,547	22,231
D) Other - Energy Performance Contracting	Prime - 1%	598,807	-	185,431	413,376
E) Pupil Transportation	Prime - 1%	6,412,483	1,133,640	1,102,499	6,443,624
Total Loans		7,069,068	1,133,640	1,323,477	6,879,231
Less: Current Maturities		1,243,956			1,263,895
Total Loans		<u>\$ 5,825,112</u>	<u>\$ 1,133,640</u>	<u>\$ 1,323,477</u>	<u>\$ 5,615,336</u>

**Nova Central School District
Schedule of Current Maturities**

Schedule 9B

June 30, 2012

Description	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
A) School Construction	\$ 185,424	185,424	42,535		
B) Equipment					
C) Service Vehicles	22,246				
D) Other					
E) Pupil Transportation	<u>1,056,225</u>	<u>962,094</u>	<u>898,085</u>	<u>840,980</u>	<u>800,903</u>
Total	<u>\$ 1,263,895</u>	<u>\$ 1,147,518</u>	<u>\$ 940,620</u>	<u>\$ 840,980</u>	<u>\$ 800,903</u>

**Nova Central School District
Schedule of Interest Expenses**

Schedule 9C

Year Ended June 30, 2012	2012	2011
<u>Description</u>		
012 Capital		
School Construction Restructuring	\$ -	\$ -
Equipment	-	-
Service Vehicles	3,639	2,083
Other	-	-
Pupil Transportation	-	-
Total Capital	<u>3,639</u>	<u>2,083</u>
013 Current - Operating Loans	-	-
- Supplier Interest Charges	<u>40</u>	<u>1,620</u>
Total Current	<u>40</u>	<u>1,620</u>
Total Interest Expense	<u>\$ 3,679</u>	<u>\$ 3,703</u>

Nova Central School District Supplementary Information

Year Ended June 30	2012	2011
1. Cash		
<u>Current</u>		
11 110 Cash on Hand and in Bank		
111 Cash on Hand	\$ 600	\$ 900
112 Bank - Current	8,237,012	7,357,141
114 - Teachers' Payroll	822	6,318
115 - Support Staff Payroll	141,804	879,589
<u>Capital</u>		
11 210 Cash on Hand and in Bank	-	-
211 Cash on Hand	-	-
212 Bank - Current	-	-
213 - Savings	-	-
214 - Other	-	-
Total Cash on Hand and in Bank	<u>\$ 8,380,238</u>	<u>\$ 8,243,948</u>
2. Short Term Investments		
<u>Current</u>		
11 121 Term Deposits	\$ -	\$ -
122 Canada Savings Bonds	-	-
123 Other	-	-
<u>Capital</u>		
11 221 Term Deposits	-	-
222 Canada Savings Bonds	-	-
223 Other	-	-
Total Short Term Investments	<u>\$ -</u>	<u>\$ -</u>

**Nova Central School District
Supplementary Information (Cont'd)**

Year Ended June 30, 2012	2012	2011
3. <u>Prepaid Expenses</u>		
<u>Current</u>		
11 141 Insurance	-	-
142 Municipal Service Fees	\$ 182,241	\$ 167,470
143 Supplies	-	-
144 Other - WHSCC	257,343	256,312
- Travel	-	-
- Miscellaneous	202,177	184,032
<u>Capital</u>		
11 241 Other (School Buses)	-	-
	<u>\$ 641,761</u>	<u>\$ 607,814</u>